EAST TEXAS A&M

PSY 635: School-Based Interventions
COURSE SYLLABUS: Spring 2026

Instructor: Andryce Clinkscales, Ph.D.
Office Location: Virtual
Office Hours: Mondays from 12:00-4:00 pm (Virtual), Tuesdays from 7:10-8:10 pm (Mesquite)
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Preferred Form of Communication: University email
Communication Response Time: Mondays-Fridays within 48 hours

COURSE INFORMATION

Class Meeting Time: Blended in-person and online synchronous. **Tuesdays 4:30-7:10 pm**. In-person dates are at **Mesquite Metroplex Center**, see in-person dates in the calendar below.

Required Textbook(s) and Course Materials:
Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson, T. S. (2019). *Conducting School-Based Functional Assessments* (3rd ed). Guildford Press.

National Association of School Psychologists. (2020). **Model for Comprehensive and Integrated School Psychological Services** [PDF file]. Retrieved from https://www.nasponline.org/x55315.xml.

Other required readings, materials, and resources will be posted on D2L.

Course Description
Founded on a decision-making and accountability model, this course provides training in the investigation of theoretical and applied issues relevant to the design, implementation, and evaluation of academic, behavioral, and social-emotional interventions for students in schools. Emphasis will be placed on the linking of assessment to intervention design for the purpose of identifying interventions that are functionally relevant and fit the context in which they are implemented. Students will review various empirically validated intervention procedures to address student needs

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at the school-wide, small group/classroom, and individual levels and determine the effectiveness and efficacy of those interventions.

Prerequisites: Prior enrollment in PSY 535 or consent of instructor.

NASP (2020) Domains of Practice

Domain 1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: **Academic Interventions and Instructional Supports**
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: **Mental and Behavioral Health Services and Interventions**
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: **School-Wide Practices to Promote Learning**
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

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Domain 6: **Services to Promote Safe and Supportive Schools**
School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence- based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: **Family, School, and Community Collaboration**
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: **Equitable Practices for Diverse Student Populations**
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: **Research and Evidence-Based Practice**
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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Domain 10: **Legal, Ethical, and Professional Practice**
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Student Learning Outcomes
1. Describe services within a three-tier model of prevention and intervention.
2. Evaluate existing interventions based on their empirical evidence.
3. Match interventions to the existing needs of students in the areas of reading, written language, math, and social/emotional/behavioral functioning.
4. Understand how to maximize fidelity of implementation of interventions.

COURSE REQUIREMENTS

Class Format

This course will consist of lectures, discussions (both in person and online), watching videos and demonstrations, presentations, and practicing skills learned. There will be online synchronous class meetings via Zoom. **Students are expected to come to the Zoom sessions prepared to raise questions, analyze, synthesize and respond to questions regarding the content for that session**. Active participation means having your cameras on during synchronous Zoom sessions, contributing to class discussions (verbally and/or written responses in the meeting chat), listening carefully, using technology responsibly, and offering thoughtful, critical insights into both course materials and practice activities. **As so much time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.**

Course Activities & Assignments

1. **Attendance/Participation (80 points)**
   Attendance is critical for success in this course, as is coming to classes prepared. You are expected to complete the readings scheduled for each class and to come to class prepared to discuss them. The course offers frequent opportunities for learning through the exchange of ideas, classroom discussions, and skill practice during class. These skills cannot be developed without each student being in class. Regarding an unavoidable absence, **only a significant personal and/or medical emergency or religious observance will be considered as an acceptable excuse, and this must be confirmed and**

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approved. Do not assume absences will be automatically excused. Do not ask me for a link to attend class virtually if you cannot attend an in-person class. Also, weekly quizzes, activities, presentations, simulations, and discussion questions may be given, and your active participation in them will count towards your participation grade. **<u>For any online synchronous classes, you must have your camera turned on and actively participate to get credit for attendance.</u>**

Absences should be minimized as an excessive number of absences, whether excused or unexcused, could result in an incomplete grade for this class. Unexcused or excessive absences will result in loss of that class's attendance, participation, and activity points. After the first occurrence of arriving late to class, each subsequent occurrence will result in losing half of that class's points and being more than 15 minutes late will result in losing all points for that class, but any points for activities that were completed will be retained. (See more information regarding attendance below).

2. **FBA to BIP Process (7 Modules and 1 Report x 10 points each = 80 points total)**
   You will complete the [Basic FBA to BIP Specialist Training](#) course on your own throughout Weeks 1-7. This course is designed to provide a comprehensive overview of the Functional Behavior Assessment (FBA) and Behavior Intervention Planning (BIP) process, for which school psychologists often serve as leaders. During weeks 2-6, you will work in small groups to complete a number of simulated case studies in which you will collect, analyze, and interpret behavioral data consistent with best practices in FBA and complete a written FBA report.

   You will earn credit for this portion of the coursework by 1. Submitting a screenshot of your completed post-test at the end of each online module (80% or better is passing), and 2. Submitting your individual/group report for the case study activity. Module post-tests will be graded on completion and timeliness, and reports will be graded on both completion and quality. Students may elect to resubmit their individual/group reports one time each following revisions, and final grades will be assigned based on the revised product.

3. **Midterm Exam (40 points)**
   A mid-semester exam will assess the students' knowledge, understanding, and application of course readings and content. More information on the format and content of the exam will be provided in class at a later date.

4. **Systems-Level Prevention Project (50 points)**
   Students will work in groups of two or three. The systems-level prevention project demonstrates your skills with screening at the population (classroom, grade, or school) level using curriculum-based measures, disseminating data to your partner teacher or team, planning interventions, and monitoring student progress.

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Activities will be documented as presented below. You will share your data in an in-class presentation at the end of the spring semester.

Note: Students must use assessment data from fall and spring school semesters. Depending on the school calendar, there may also be data from winter screening conducted in December, January, or February, which could also be used.

Section 1: Initial conceptualization and plan
Philosophy and model of prevention: How does prevention strategy align with your professional beliefs and idea for systems-level work? How does individual and cultural diversity influence your work on this project? (1 page statement with citations)

Needs assessment: How did you determine what you were going to address for your prevention project? Describe and document the needs assessment process (e.g., notes from meetings with the reading specialist, review of school's goals regarding social skills, notes from meetings with supervisor) (1 page)

Initial plan: Describe your initial plan for collecting screening data from the classroom, grade, or school including who, what, where, and when. What is your plan for sharing the collected data with key stakeholders (e.g., principal, teacher)? (1-2 page description and documentation)

Section 2: Documentation and results for fall screening
Description of activities: Briefly describe the stakeholders (e.g., principal, teacher), the students (e.g., grade, age), the measure(s), the screening process, the general time frame, and why (1 paragraph). What occurred during the fall screening (1 page with any documentation)

Results: Create visual graphs you would potentially share with key stakeholders to depict the data and need for intervention at the chosen level (class, grade, school) (2-3 pages)

Section 3: Documentation and results for spring (and/or winter) screening

Description of activities: What occurred during the spring (and/or winter) screening? (1 page with any documentation)

Results: Develop written feedback for your stakeholders, including a side-by-side graphic comparison of fall/winter/spring data (use what you have) (2-3 pages)

Intervention: Write about your plan for intervention including the identified area of need (At what tier? Why?), what interventions you're considering, how the intervention will be carried out (who, what, when), and how it will be progress monitored (1-2 pages)

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Reflection on activities: Include a 2-page reflection on your work. Reflect on the strengths and weaknesses of the prevention and intervention process. Use course content and ideas to inform your reflection. Sample questions include: How well would you be able to communicate your results to your intended audience? How did you decide with whom to work for intervention? How open was the person/would they be to your ideas for intervention? What are your thoughts about the activity of screening systems-level data, how did it adhere to or deviate from your proposed plan, how did "human factors" enter your plan? How did this activity support or change your conceptualization of prevention in your practice? How did the school's conception of the role and purpose of screening compare to yours? How did individual and cultural diversity influence your work on this project? (2 pages, no citations necessary)

Case Study Assignment – Academic and Behavior/Social-Emotional (100 points)
Students will engage in a variety of observation and interview tasks to get a better sense of school-based assessment and intervention for academic concerns. In consultation with the teacher(s), students will select an appropriate child for the case study and work to obtain parent consent for working with that child, based on their school district's guidelines. ***Students should follow their school district's policies for obtaining parent consent and utilize the provided course consent form as needed.*** See information below for guidance on how to select an appropriate student for the case study.

Students will complete an initial record review and observation with the selected child before beginning academic and behavioral/social-emotional interventions with the child to improve associated outcomes. Students will work for approximately 60 minutes each week with the child during which time the student will practice various assessment and intervention strategies. The expectation for the case study is that students will collect a minimum of 3 baseline data points (i.e., same target measure across 3 sessions) prior to implementing the academic and behavioral/social-emotional interventions, and a minimum of 4 progress monitoring data points following initiation of both interventions.

<u>Guidelines for Selecting a Student for the Case Study Assignment</u>: By the end of February, it will be important to have identified your case study student and be in the process of following your school district's guidelines for obtaining parental consent to collect information on this student. After receiving consent (per your school district's guidelines/policies), you may start exploring the student's record, interview various individuals connected to the child (e.g., teacher(s), parent(s)) and conducting observations. Please work with your supervisor and other school staff in identifying a student who meets the following criteria:

1. If the student is currently receiving special education services or is expected to be referred and/or evaluated for special education services during the spring

semester, ensure receipt of the interventions will **not** impact this process in some way.

2. The student is anticipated in be in the same teacher's classroom for the entire spring semester.

3. The student's parents are likely to be open to this experience, and likely to sign and return a parent permission form indicating their willingness to have their child involved in these activities, if required by the school district.

4. The student is likely to benefit from the academic and behavioral/socio emotional support that will be provided on a weekly basis in the spring semester.

Guidelines for Written Work:
All papers should be typed and double-spaced, using APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) Washington, D.C.: Author.

Grading:

Assignment	Points Possible
Attendance/Participation	80
FBA to BIP Process	80
Midterm Exam	40
Systems-Level Prevention Project	50
Case Study Assignment	100
Total Points Possible	**350**

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below

Please note: Students are welcome and encouraged to seek assistance at any time throughout the semester. However, it is the student's responsibility to contact the instructor for assistance. Please do not wait until the semester is almost over before help is requested. *Grades will not be rounded up. Total points may change if assignments are added or changed.*

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a East Texas A&M campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Interaction with Instructor Statement

Please feel welcome to contact me by email. All email should receive a response within 48 hours (except for weekends and holidays). If you have not received a response, then assume your email did not go through and please try again to make contact. All email should include the student's last name, first name, course name and brief description of the reason for contact.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at ETAMU. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance form the proper authorities (e.g. Department Head of Psychology & Special Education and/or Dean's Office).

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

E-mail and myLEOonline (D2L Brightspace). All Students should activate and regularly check their Leo Mail and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through D2L. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (e.g., doctor's note in case of illness). In the event your absence is excused, the missing assignment must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct can be found at https://www.tamuc.edu/student-code-of-conduct/.

 If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

Academic Integrity

Students at East Texas A&M are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate student academic dishonesty policy
Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate student academic dishonesty policy
Undergraduate Student Academic Dishonesty Form

Graduate student academic dishonesty policy:
https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

Graduate student academic dishonesty form:
https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf

East Texas A&M Attendance

For more information about the attendance policy please visit the Attendance webpage.

Artificial Intelligence

East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162
Phone (903) 886-5930
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilitySe rvices/default.aspx

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

East Texas A&M Supports Students' Mental Health
The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to

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community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Nondiscrimination Notice

East Texas A&M will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Week	Format	Topic	Readings	Assignments
1 1/26	Online (Asynchronous)	Course Overview	Syllabus	
2 2/2	In-Person	Introduction to School-Based Assessment and Intervention	Ardoin & January (2018) Briesch & Volpe (2018) Loftus-Rattan et al. (2023) Steege et al. (2019), Ch. 1 and 2	**FBA to BIP Process - Module 1**
3 2/9	Online (Synchronous)	RTI/MTSS Foundations Linking Assessment to Intervention Introduction to FBA	Batsche, G., Castillo, J., Dixon, D. N., & Forde, S. (2008) Florida Statewide Problem Solving & RtI Project (2010), Intro. and Ch. 1 Steege et al. (2019), Ch. 3	**FBA to BIP Process - Module 2**
4 2/16	In-Person	Evidence-Based Practices Contextual Influences and RTI Implementation Fidelity Tier 1-Assessment, Problem Analysis, and Intervention	Forman & Oliveira (2018) Eagle et al. (2015) Sugai et al. (2012) Steege et al. (2019), Ch. 4 and 5	**FBA to BIP Process - Module 3**
5 2/23	**No Class – NASP Convention**			**FBA to BIP Process - Module 4**
6 3/2	Online (Synchronous)	Tier 1-Assessment, Problem Analysis, and Intervention (cont'd)	Best Practices in Population-Based School Mental Health Services (Doll et al., 2014) Best Practices: Data-Based and Collaborative Decision-Making, Problem Analysis	**Prevention Project Section 1**

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			Steege et al. (2019), Ch. 7 and 8 Best Practices in Systems-level Change (Curtis & Stollar, 2014)	
7 3/9	No Class – SPRING BREAK			**FBA to BIP Process - Module 5**
8 3/16	In-Person	Tier 2-Assessment, Problem Analysis, and Intervention	Center on PBIS Introduction to Tier 2 Hintze et al. (2008) FBA to BIP Forms and Resources Steege et al. (2019), Ch. 11	**Initial Case Study Work**
9 3/23	No Class – COMPLETE MIDTERM EXAM			
10 3/30	Online (Synchronous)	Tier 2- Assessment, Problem Analysis, and Intervention (cont'd)	Bruhn & McDaniel (2021) Best Practices in Curriculum-Based Data Collection and Decision Making in Reading and Math Best Practices in Linking FBA Data to Culturally Relevant Interventions Steege et al. (2019), Ch. 12	**FBA to BIP Process - Module 6**
11 4/6	In-Person	Tier 3-Assessment, Problem Analysis, and Intervention	Barret et al. (2024) Baily et al. (2020), Progress Monitoring Easy CBM Materials Salvia et al. (2017), select chapters Steege et al. (2019), Ch. 13	**FBA to BIP Process - Module 7** **FBA Report**

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12 4/13	Online (Synchronous)	Tier 3-Assessment, Problem Analysis, and Intervention (cont'd)	Fletcher et al. (2018) Robertson et al. (2020) Burns et al. (2017), select chapters	**Prevention Project Section 2**
13 4/20	In-Person	Crisis Prevention and Intervention Burnout	Best Practices in Suicide Prevention and Intervention Eklund et al. (2018) Jimerson et al. (2005) NASP Resources Best Practices in Maintaining Professional Effectiveness, Enthusiasm, and Confidence	
14 4/27	Online (Synchronous)	A Closer Look at School-Wide Positive Behavioral Supports Response to Intervention for English Language Learners	Best Practices: Foundations, Cross-Cultural Competency Best Practices: Foundations, Culturally Responsive Interventions Best Practices in Assessment of Bilingual Learners in Schools	**Systems-Level Prevention Project - Presentations**
15 5/4	In-Person (Finals Week)	**Case Study Assignments - Presentations** **Complete Course Evaluation**		

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